

Functional Independence *Expressing Ideas -- Prompts*

- Authentic and reflective of functional adult life contexts - Daily Living, Community Experience, Employment
- Scored on 4-point holistic scoring rubric
- Based on **Extended Grade Level Content Expectations (EGLCE)** and benchmarks (EB) - Writing strand

(See www.mi-access.info)



Example Grade 4 GLCE

W.GN.04.01 Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.



Example Grade 4 EGLCE

W.GN.04.EG01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate

- sequence of events
- sense of story (beginning, middle, end)
- physical features of characters



Example Grade 4 GLCE

W.GN.04.03 Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print



Example Grade 4 EGLCE

W.GN.04.EG03 Write an informational piece that addresses a focus question (e.g., What is a family?) using

- descriptive
- enumerative
- sequence patterns


that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas



Example Grade 4 GLCE


W.PR.04.03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.






Example Grade 4 EGLCE


W.PR.04.EG03 Write three or four connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.






EI Scoring Rubric - 4 Writing


The writing focuses on the topic. The topic may not be explicitly stated but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.





EI Scoring Rubric - 3 Writing

The writing is mostly on topic. The topic may not be explicitly stated but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.



[illegible][illegible]

Student Checklist

Directions: Use this checklist as you review and proofread your response to the prompt.

- ___ Did I answer each part of the prompt?
- ___ Did I support my ideas with details?
- ___ Did I organize my ideas and details clearly?
- ___ Did I review my response one more time to make sure it is just the way I want it?
- ___ Did I put my response on the student answer document?



Classroom Instruction 7 Ideas for Writing

Provide **repeated** opportunities for students to:

1. Learn writing as a process.
2. Write for authentic purposes
3. Write to demonstrate learning
4. Apply "kid-friendly" checklists & rubrics.
5. Evaluate writing of self & peers
6. Maintain a portfolio
7. Reflect by talking & writing about writing



1. Learn writing as a process.

• Prewriting

- Planning, considering purpose, generating thoughts & organizing ideas
- Brainstorming, listing, clustering, partner & whole class sharing, gathering information

• Drafting

- Getting ideas down on paper in *first* form
- Choosing format, deciding audience, writing draft



1. Learn writing as a process.

- **Revising**
 - Taking "another look"
 - Adding, deleting, rearranging, rethinking, rewriting
- **Proofreading**
 - Preparing for publication
 - Copy editing, polishing, correcting spelling & mechanical errors
- **Publishing**
 - Sharing work with the intended audience



2. Write for authentic purposes.

- Expect students to express ideas independently.
 - Provide many writing experiences with a variety of narrative and informational genres
 - Assign *authentic* tasks that reflect adult life roles and routines
 - Problem solvers, advocates, lifelong learners, involved citizens
 - Daily living, community experience, & employment
- By writing frequently, students learn to give concrete form to abstract thought**



3. Write to demonstrate learning.

Encourage students to "show" their learning in all content areas by

- Keeping learning logs and journals
- Taking notes
- Retelling and summarizing
- Setting learning goals and reflecting on progress

If you can explain it in your own words, you understand it!



4. Apply "kid-friendly" checklists and rubrics.

- Rewrite the EI Scoring Rubric in "student-friendly" terms.

Score point 4 *You can tell I know a lot about this topic. My writing is clear, focused, and is bursting with interesting details. Nothing seems out of order, and you never feel confused. I picked just the right words to show my ideas and feelings. My capitals and punctuation are in the right places, and my spelling is terrific!*

- Post the revised rubric for all to see.



5. Evaluate writing of self and peers.

- Using the "kid-friendly" checklists and rubrics, students score their own and peers' responses.
- Scoring traits include:
 - Focus on topic/development, elaboration, details
 - Organization, logical sequencing, sense of ending
 - Style, word choice, syntax, sentence fluency, voice
 - Conventions, overall correctness grammar spelling punctuation capitalization



6. Maintain a portfolio.

- A purposeful collection of student writing samples selected by the student and teacher
 - Reflects a variety of purposes/audiences
 - Includes captions written by student which identify the document, describe the task, & explain the purpose for inclusion ("What do you like about this piece, and why?")
 - Is cleaned out and re-arranged periodically by student
 - May be shared with parents in parent-student-teacher conferences
 - Can be a file folder, crate, disk, etc
- A portrait of the student by the student



7. Reflect by talking and writing about writing.

- Emphasize reflection and metacognition
- Expect students to routinely talk and write about their writing
- Encourage students to reflect on how they select topics, their strengths, and the problems they encounter in their writing
- Ask student to set writing goals assess achievement of goals, and revise them as needed